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Kentucky Department of Education
Office of Assessment and Accountability
1819 Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601

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TO THE PARENTS OF:

-Commonwealth of Kentucky-

SCHOOL

REPORT CARD

for the 2005-2006 school year



Liberty Elementary School

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School Enrollment: 440

Our School Council

Connie Hayes	Kathy McCombs
Mindy Shultz	Gay Stoltz
Leah Simpson	Jennifer Jones
Mary Beth Boley	Derwin Hunt

Dear Parents/Guardians: Here is our school’s report card for the 2005-2006 school year. This report card is full of important information, including academic performance, teacher qualifications, our learning environment, and much more. Please take a moment to learn more about our school. For a more detailed look at our school, please contact us to see our Expanded Report Card on file at school, which includes more information than we can provide here.

About Our School: The Liberty School staff, parents, and community are committed to the development of the mind, personality, and character of all its students. All realize the responsibility to reach high levels of student performance both socially and academically that not only meet but also exceed Kentucky state standards. With a population of 440 students from diverse socioeconomic backgrounds, a family oriented atmosphere centered on individual children’s needs is evident as one tours the halls. Liberty Elementary School is on the move to provide quality education to students.

How Our School Ensures Educational Equity: Liberty Elementary School takes pride in its effort to ensure educational equity for all students. With a comprehensive, outstanding instructional focus that all students can and will succeed, teachers provide developmentally appropriate lessons that allow students to learn at the rate for which they are ready. Whether the identification is gifted, disabled, or regular education, all students receive services to reach their highest potential and succeed. With a variety of teaching strategies and teachers who are always striving to learn more, we enthusiastically accept the challenge.

Other Important Information About Our School

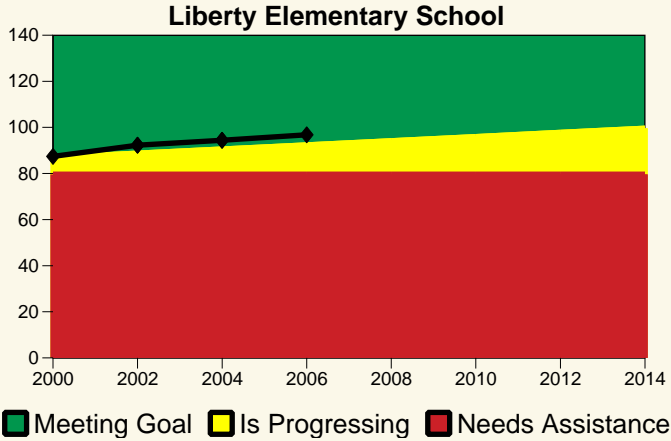
State Contest Results: Kentucky Governor’s Cup Regional Overall, Katherine Hume Sportsmanship Award (District), Future Problem Solvers First Place
Extracurricular Activities: Chorus/Orff, Karate, Academic Team, Cross Country, Intramural Basketball and Cheerleading, Mad Science, Cub Scouts, Girl Scouts, Brownies, Golf, Young Rembrandts
Awards & Recognitions: Battle of the Books District First Place Winner-5th Grade; Battle of the Books District Second Place Winner 3rd/4thGrade; Conservation Essay/Poster Contest Winners; Cross Country Team winners; Kentucky Governors Cup First Place District Academic Team, Third Place Regional Academic Team; KCCT Top 20 Schools, Top 10 in state, 1st in district; PTA Reflections Writing Contest Winners
What We are Doing to Improve: Liberty Elementary has a staff of lifelong learners whose goal is to always reflect on instruction practices and refine them. Each year the school develops its plan with strategies to eliminate barriers to learning, create a positive school climate with active parent volunteers, and focus on teacher instruction improvements in all areas of the curriculum.

Kentucky Core Content Testing by Sub-groups: This chart shows the average test scores for student sub-populations in our school. In cases where there are not at least 10 students in a group "NA" appears for not applicable.

Students Sub-Population	Reading				Mathematics			
	2005		2006		2005		2006	
	Students	Index	Students	Index	Students	Index	Students	Index
ALL Students	97	99.69	66	102.62	76	106.53	91	115.89
White	89	99.43	61	102.82	66	108.85	83	116.94
African American	4	NA	1	NA	3	NA	4	NA
Asian	NA	NA	NA	NA	1	NA	NA	NA
Hispanic	2	NA	3	NA	4	NA	2	NA
Free/Red. Lunch	11	86	6	NA	12	82.66	7	NA
Non-Free/Red. Lunch	86	101.43	60	103.2	64	111.01	84	117.93
Limited English	5	NA	NA	NA	4	NA	2	NA
Non-Limited English	92	99.46	63	102.73	72	107.17	88	117.34
Disability	13	76.76	11	102.36	13	104	13	104.61
No Disability	84	103.24	55	102.66	63	107.05	78	117.76
Male	48	95.66	33	97.33	38	111.89	45	121.78
Female	49	103.63	33	107.88	38	101.16	46	110.13
Students Excluded	NA	NA	NA	NA	NA	NA	NA	NA

Our school does not discriminate on the basis of race, color, national origin, religion, sex, age, or disability in employment or provision of services.

Our School Growth Chart: This chart starts with our school’s baseline CATS score from 2000. It shows a goal line from that starting point to our goal of 100 in 2014. Every two years a new point will be marked on the chart to show whether we are on track meet our goal.



Year	Goal Line	Assistance Line	School Index Score
2000	87.0		87.4
2002	88.8	79.6	92.3
2004	90.6	79.6	94.4
2006	92.4	79.6	96.8
2008	94.2	79.6	
2010	96	79.6	
2012	97.8	79.6	
2014	99.6	79.6	
Standard Error: 0.4			

How to Get More Information: Contact our principal or your School Council Members using the school phone numbers, or visit our school office to see the Expanded School Report Card. More testing information and No Child Left Behind data are available at <http://www.education.ky.gov>

How We Are Doing

Kentucky uses the Commonwealth Accountability Testing System(CATS) to hold schools accountable for student progress. CATS has three parts: the Kentucky Core Content Tests, the national Comprehensive Test of Basic Skills (CBTS/5), and other measures of the school's performance,

including attendance, retention and dropout rates.Together these three elements make up a school's CATS performance score for every two-year period. The goal is that by 2014 nearly all students will score proficient or distinguished.

Kentucky Core

Content Tests:

Kentucky’s tests rate student performance using four categories: Novice, Apprentice, Proficient, and Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. (The state goal for all schools is 100 by the year 2014.) This chart compares our school’s performance with all the schools in our district and all the schools in Kentucky.

KCCT Test		2005 Reading	2006 Reading	2005 Mathematics	2006 Mathematics	2006 Science	2006 Writing	2006 Social Studies	2006 Arts & Humanities	2006 PL/VS
		4th	4th	5th	5th	4th	4th	5th	5th	5th
Novice	School	%	3%	%	1%	2%	2%	0%	4%	2%
	District	4%	5%	10%	6%	2%	5%	8%	11%	5%
	State	11%	10%	25%	19%	7%	9%	19%	25%	15%
Apprentice	School	%	8%	%	9%	17%	21%	4%	29%	5%
	District	12%	11%	19%	14%	21%	38%	14%	48%	16%
	State	22%	20%	30%	24%	35%	44%	21%	48%	24%
Proficient\ Distinguished	School	%	89%	%	90%	82%	76%	96%	67%	92%
	District	83%	84%	72%	80%	76%	58%	78%	41%	78%
	State	68%	70%	45%	57%	57%	47%	61%	27%	62%
Academic Index	School		102.6		115.9	108.9	95.7	125.5	99.2	116.1
	District	99.1	98.8	96.5	104.2	103.3	82.6	100.8	77.2	100.1
	State	87.1	89.4	74.4	83.7	89.1	76.4	86	62.1	84.1

National Norm Referenced Test:The national norm referenced test used in Kentucky, the CTBS/5, measures the basic skills of our students while allowing us to compare their performance with national benchmarks established in 1996. These scores are reported in percentiles. A percentile shows the percentage of students who fell below a particular score on the test. For example, a percentile of 60 would show that the average student in our school scored equal to or better than 60 percent of all students who took the test.

National Norm Referenced Test (CTBS/5)	Reading	Language Arts	Mathematics
	EOP	EOP	EOP
School	78%	74%	82%
District	66%	62%	72%
State	58%	54%	65%
Nation	50%	50%	50%

Other Measures: The third component of CATS is our school’s performance in Attendance, Retention, Dropout, Graduation and Transition to Adult Life, where appropriate. (The Retention Rate is the percent of students who were not academically ready to go on to the next grade and had to repeat the grade.) Data in these tables reflect our performance during the 2003-2005 school year.

	Attendance Rate	Retention Rate
School	96.6%	0%
District	96.1%	0.9%
State	94.3%	3.3%

Our Learning Enviroment

School Safety: Here is what we are doing to make our school safe for our students.

Visitors are Required to Sign In	All Parents received the District Discipline Code	% Classrooms with Outside Line Phone
Y	Y	100

Procedures in Place in Our School for Drug and

Weapons Detection: Liberty has intervention strategies vital to preventing emergency situations from occurring. Strategies include staff training, reporting procedures, security procedures, and monitoring. The school has a positive school climate that is welcoming and at the same time provides a safe and secure atmosphere.

Violation	# of Reported Incidents	# of Students Suspended	# of Students Expelled
1st degree Assault	0	0	0
Drug Violations	0	0	0
Weapons Violations	0	0	0

Student Resources

	Spending per Student	Student/Teacher Ratio	Student per Internet Connected Computer	% of Computers 5 years old or less
Our School	\$5339	17:1	4.5:1	65%
District	\$6631	17:1	3.5:1	78%
State	\$9252	15:1	3.7:1	66%

How We Use Technology to Teach: Technology is an integral tool used for instruction at Liberty on a daily basis. All of our classrooms have networked computers with Internet access. We also have a fully equipped computer lab intended for innovative instruction. Students are provided use of technology in all areas of the curriculum. We offer instruction and use in the following programs: Microsoft Office 2003, Cruncher (data spreadsheets), Type to Learn (keyboarding tutorials), Kidspiration (graphic organizers), Accelerated Reader, and other content specific software.

Parental Involvement

	# of Students Whose Parents/Guardian Had at Least One Teacher Conference	# of Parents/Guardians Voting in School Council (SBDM) Elections	# of Parents/Guardians Serving on the School Council (SBDM) or Its Committees	# of Volunteer Hours
Our School	440	120	20	9240

Teacher Qualifications

The preparation and experience of our teachers also is important to our success. These numbers do not include administrators, guidance counselors, or library media specialists. Upon request, our district will provide information about the qualifications of your child’s teachers and teachers’ aides.

	School	District	State
% of Teachers with Emergency or Provisional Certification	0%	2%	2%
% of Classes Taught by Teachers Who Participated in Content-Focused Professional Development	100%	100%	NA
% of Core academic Subject Classes NOT taught by Highly Qualified Teachers	0%	4%	3%
Average Years of Teaching Experience	14.1	10.9	11.7
% of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught	100%	99%	NA

	B.A.	M.A.	Rank 1	Specialist	Ph.D	Total % of Teachers
Professional Qualifications of all Teachers in the School	14.3%	53.6%	32.1%	0%	0%	100%